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ABSTRACT

What is the impact of the recruitment activities of the Prospective Student Office on the Bloomington Campus of Indiana University? In an effort to assess the degree of exposure to each recruitment activity and the effectiveness of each activity, surveys were mailed to students and their parents. Data were collected on in-state and out-of-state matrics and non-matrics and their parents. The highest percentages of prospective students were exposed to the catalogs and brochures and to the visit and tour. The highest median evaluations by prospective students were given to the visit and tour and to departmental institutes. Bringing prospective students or parents to I.U.B. campus for an organized tour or activity has the greatest influence in the decision about attending I.U.B. (Author/KE)

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An Evaluation of the Recruitment Activities of Indiana University

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Bureau of Educational Studies and Testing
INDIANA UNIVERSITY / 1976

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AN EVALUATION OF THE RECRUITMENT ACTIVITIES OF INDIANA UNIVERSITY

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Indiana Studies in Prediction
Number Thirty

Bureau of Educational Studies and Testing
Division of Research and Development
Indiana University
Bloomington, Indiana
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Abstract

The purpose of this study was to assess the impact of the recruitment activities of the Prospective Student Office on the Bloomington Campus of Indiana University. Random samples were drawn from the Fall 1975 matriculated and non-matriculated students. Surveys were mailed to the students and their parents in an effort to assess the degree of exposure to each recruitment activity and the effectiveness of each activity.

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Introduction

In the decade of the seventies, administrators in higher education have become more aware of the impending decline in the population of college age individuals. Traditionally the budgeting models for these institutions have been based on the expectation of a continuing increase in enrollment. However, increases are no longer to be taken for granted, and the competition among universities and colleges for new students has intensified.

On Indiana University's Bloomington campus (I.U.B.), the Prospective Student Office (PSO) has the major responsibility for contact and recruitment of undergraduate students. The PSO is charged with the task of disseminating admissions and academic information to prospective students in high schools, community colleges, the armed forces, and the general public. To carry out these responsibilities a number of activities, publications, and formal and informal programs have been developed and utilized by the PSO. Obviously, the PSO is concerned with the reach and impact of its activities. Are the recruitment activities of the PSO reaching a maximum audience? Which recruitment activities are most visible?

What alterations in recruitment procedures seem advisable? The purpose of the present study was to answer some of these questions about the effectiveness of the PSO.

Procedure

In order to obtain the desired information, the design of the study was to survey two groups of students and their parents regarding their participation in and reactions to the PSO recruitment activities. Surveys were developed to answer the questions:

1. What percentage of each of the above groups had received or participated in the various recruitment activities?
2. What contribution did an activity make to the decision regarding matriculation at I.U.B.?

Populations and Samples

For Fall Semester 1975, the admissions office of I.U.B. accepted over 8,000 prospective freshmen students. After Fall Semester registration, these students were classified into two groups: (1) students who had enrolled for courses in I.U.B., the "matrics"; and (2) accepted students who had not enrolled for courses at I.U.B., the "non-matrics." For the present study, all foreign students were excluded because of the potential language problems with the necessary correspondence. Of

the total number of new students accepted to I.U.B. for the 1975 fall semester 5,882 domestic freshmen enrolled and 2,229 prospective domestic freshmen did not enroll.

Two random samples were drawn for the present study. From the 5,882 entering freshmen, a random sample of 300 subjects was selected; and a random sample of 100 subjects was drawn from the 2,229 prospective students who did not enroll. For each subject the corresponding parents or guardians were included in the present study. Thus, a total of four samples were selected: (1) 300 matrics, (2) the 300 parents or guardians of the matrics, (3) 100 non-matrics, and (4) the 100 parents or guardians of the non-matrics.

The subjects in the four groups were surveyed to assess the reach and the effectiveness of the PSO's recruitment activities. From the groups surveyed, 62 percent of the matrics and 71 percent of their parents responded to the surveys. Of the non-matrics, 57 percent of the students and 60 percent of their parents responded to the surveys.

Surveys

Twelve major recruitment activities were identified by the Prospective Student Office (PSO) and the dean of the University Division. Based on this information two

surveys were prepared by the Bureau of Educational Studies and Testing. One survey was developed to collect information from both student groups--the matrics and the non-matrics. A modification of this student survey was developed to collect information from the two groups of parents. As much as possible, the same items were included in both of the surveys. Thus, the matrics and non-matrics received one form of the survey, and the matching parents received another form of the survey. Copies of the survey are included in the Appendix.

The surveys included a list of recruitment activities employed by PSO. In each survey the student/parent was asked whether they had received information about I.U.B. through each PSO recruitment activity. If information was received, they were asked to evaluate the activity. Twelve major recruitment activities were included on the student form of the survey but only nine activities were applicable for the parents' form of the survey. The following items were included:

High School Day/Night Program: At the request of a high school, the PSO visits individual high schools to counsel prospective students. The High School Day Programs are only available to the prospective students.

High School Visitation Program: The PSO initiates visits to in-state and out-of-state high schools to counsel prospective students. This program

is not available to the parents of the prospective students.

Preview to Indiana University (I.U.B): In conjunction with I.U.B. alumni in a locality, PSO representatives meet with prospective students and parents who have been invited to attend the preview.

National College Fair: Metropolitan area meetings are sponsored by the National Association of College Admissions Counselors. The PSO participates by setting up an individual booth to disseminate information about the institution.

Departmental Programs: The PSO in cooperation with the academic departments invite high school students to campus for a day to meet with faculty and learn more about educational and career opportunities in the specific areas. The Departmental Programs are exemplified by visits with such departments as foreign language, journalism, chemistry, etc.

Departmental Institutes: The PSO in cooperation with the academic departments invite high school students to campus for several days to interact with faculty in the specific areas. The Journalism Institute and the Student Leadership Institute are examples of these week-long summer programs.

Red Carpet Day Program: This program is held five times a year for prospective students and their parents to visit and learn about I.U.B. Students in the top 10 percent of their graduating classes are recommended by their high school counselors for participation.

Campus Visit and Tour: The PSO acts as the coordination center for individual prospective students and their parents who request to visit the campus.

Young Black Scholars Day Program: One weekend each fall, the Office of Afro-American Affairs and the PSO offer a program for prospective black stuents and their parents from Indiana to visit and learn about I.U.B.

Honors Division Program: The Honors Division contacts and informs qualified students about the special honors courses and housing units available at I.U.B. for superior students.

Personal Correspondence: To personalize the prospective student contact, members of the Student Foundation write letters to students who have been accepted for admission to I.U.B.

Catalogues and Brochures: The primary publication distributed by the PSO is "Presenting Indiana University and its Academic Programs." Catalogues provide the curricular offerings of the individual departments while brochures provide information about the various nonacademic programs offered at I.U.B.

Other (Please Specify): This open-ended item was only included on the parents form of the survey.

Students and parents were asked to indicate those recruitment activities they had experienced and for each experienced activity, to evaluate its effectiveness in helping them reach a decision about matriculating at I.U.B. The following five response alternatives were available for evaluating each item:

(1) Strong reason against attending I.U.B.
(2) Moderate reason against attending I.U.B.
(3) Not important or not considered
(4) Moderate reason for attending I.U.B.
(5) Strong reason for attending I.U.B.

Each survey was mailed with a cover letter from the dean of the University Division requesting the student's/parents' assistance in the study. A stamped self-addressed return envelope was included in each mailing. The surveys were mailed in late October, 1975.

Approximately three weeks after the initial mailing, a second mailing was sent to those who had not responded to the first mailing.

Six weeks after the initial mailing, surveys had been returned by 62 percent of the matrics, 69 percent of the parents of matrics, 50 percent of the non-matrics, and 58 percent of the parents of non-matrics. A tabulation was made to determine how many returns were from a student and his/her corresponding parents, i.e., a family pair. Approximately 47 percent of the matric family pairs and 49 percent of the non-matric family pairs had returned their surveys.

Analysis

The analysis of the survey data was performed separately for each of the four groups: (1) matrics, (2) parents of matrics, (3) non-matrics, and (4) parents of non-matrics. Each group was also divided into two subgroups: (1) survey data from residents of Indiana, in-state; and (2) survey data from nonresidents of Indiana, out-of-state.

The first problem was to determine the percentage of each group who had received or participated in each recruitment activity. Thus, for a given recruitment item on the survey the percentage of the group who

responded "No" or left the item blank was determined. This value was subtracted from 100 to yield an estimate of the percentage that received or participated in a given recruitment activity.

The second problem was to determine the effectiveness of each of the PSO recruitment activities. Only those individuals who had indicated an evaluation of an activity were included in this aspect of the study. To obtain an overall evaluation of a recruitment activity, a median* was computed for each item on the survey. The evaluation categories were converted to numerical values ranging from 1 for strongly against to 5 for strongly for attending I.U.B. The median for each item can be interpreted as follows:

1.00-1.50	Strongly against attending I.U.B.
1.51-2.50	Moderately against attending I.U.B.
2.51-3.50	Not important or not considered
3.51-4.50	Moderately for attending I.U.B.
4.51-5.00	Strongly for attending I.U.B.

Six graphs were prepared to visually illustrate the data. Each graph is a comparison of two groups on their median evaluations of the recruitment items. The recruitment activities are located on the horizontal axis, and

*The median is the 50th percentile in a group of ranked scores; half of the scores are higher than the median, and half are lower.

the median evaluations are plotted against the vertical axis.

Results

The present study was designed to answer two basic questions about the recruitment activities of PSO. First, how many people received or participated in each recruitment activity? This is referred to as the "percentage exposure". The next question was, given exposure to a recruitment activity, what influence did it have on the decision to enroll at I.U.B.? This is referred to as the "median evaluation" of a recruitment activity.

Demographic data were obtained on the population, the random samples, and on the subsets of the samples that responded to the surveys. Table 1 contains the descriptive statistics for the matrics. The statistics on the parents are based on their corresponding student's data. The sample of matrics and returns from that sample are clearly representative of the population and justify generalizations to the population from the obtained sample data. Further, the demographic data on students who returned surveys were very similar to data on students whose parents returned surveys.

Table 1

Demographic Data on the Fall 1975 Matriculants
at Indiana University

Demographic Characteristics	Population	Sample	Student Returns			Parent Returns		
			Total	In-State	Out-of State	Total	In-State	Out-of State
Number	5882	300	182	140	42	200	149	51
In State	4792	236	140	-	-	149	-	-
	(82)	(79)	(77)	-	-	(75)	-	-
Out-of-State	1090	64	42	-	-	51	-	-
	(19)	(21)	(23)	-	-	(26)	-	-
Males	2930	152	88	71	17	95	76	19
	(50)	(51)	(48)	(51)	(41)	(48)	(51)	(37)
Females	2952	148	94	69	25	105	73	32
	(50)	(49)	(52)	(49)	(60)	(53)	(49)	(63)
Afro-American	NA	8	3	2	1	3	2	1
		(2.7)	(1.6)	(1.4)	(2.4)	(1.5)	(1.3)	(2.0)
American Indian	NA	1	0	0	0	1	1	0
		(.3)				(.5)	(.7)	
Caucasian	NA	289	177	137	40	194	145	49
		(96.3)	(97.3)	(97.9)	(95.2)	(97)	(97.3)	(96.1)
Spanish American	NA	1	1	1	0	1	1	0
		(.3)	(.5)	(.7)	0	(.5)	(.7)	0
Oriental American	NA	0	0	0	0	0	0	0
SAT Verbal	470	465	469	460	506	471	462	502
SAT Mathematics	509	508	513	505	542	514	504	544
HS Percentile	NA	75.6	79.0	76.0	89.0	78.4	75.5	87.0

( ) Percentage of group
NA Data not available

Table 2

Demographic Data on the Fall 1975 Non-Matriculants
at Indiana University

Demographic Characteristic	Population	Sample	Student Returns			Parent Returns		
			Total	In-State	Out-of State	Total	In-State	Out-of State
Number	NA	100	53	29	24	50	21	29
In-State	NA	53 (53)	29 (55)	- -	- -	21 (42)	- -	- -
Out-of-State	NA	47 (47)	24 (45)	- -	- -	29 (58)	- -	- -
Males	NA	42 (42)	19 (36)	12 (41)	7 (29.2)	16 (32)	10 (48)	6 (21)
Females	NA	58 (58)	34 (64)	17 (59)	17 (71)	34 (68)	11 (52)	23 (79)
Afro-American	NA	5 (5)	1 (1.9)	1 (3.4)	0	3 (6)	1 (4.8)	2 (6.9)
American Indian	NA	0	0	0	0	0	0	0
Caucasian	NA	93 (93)	51 (96.2)	28 (96.6)	23 (95.8)	46 (92)	20 (95.2)	26 (89.7)
Spanish American	NA	1 (1)	1 (1.9)	0	1 (4.2)	1 (2)	0	1 (3.4)
Oriental American	NA	1 (1)	0	0	0	0	0	0
SAT Verbal	NA	489	504	467	557	511	471	547
SAT Mathematics	NA	540	554	507	624	557	513	596
Percentile	NA	79.1	83.2	78.0	89.7	83.1	76.6	88.4

( ) Percentage of group
NA Data not available

Table 3

Medians and Percentages on the Recruitment Survey Items

Item	Matriculants						Non-Matriculants					
	Student			Parent			Student			Parent		
	In	Out	Tot	In	Out	Tot	In	Out	Tot	In	Out	Tot
High School Day/Night	4.08	4.00	4.07	4.06	3.50	4.06	3.83	3.50	3.75	4.25	3.50	4.25
	(35)[a]	(10)	(29)	(22)	(4)	(17)	(36)	(9)	(24)	(14)	(7)	(10)
High School Visitation	4.41	4.75	4.47	-	-	-	4.00	4.00	4.00	-	-	-
	(30)	(15)	(27)	-	-	-	(61)	(30)	(47)	-	-	-
Preview to I.U.	4.14	5.00	4.32	4.00	4.80	4.25	3.50	*	3.50	4.50	3.50	4.50
	(13)	(10)	(12)	(11)	(14)	(11)	(21)	(0)	(12)	(9)	(7)	(8)
National College Fair	4.37	4.07	4.18	3.83	3.50	3.75	4.00	3.75	3.83	3.50	3.50	3.50
	(6)	(20)	(9)	(5)	(8)	(6)	(7)	(26)	(16)	(9)	(14)	(12)
Departmental Programs	4.44	4.67	4.50	-	-	-	3.75	3.00	3.50	-	-	-
	(13)	(12)	(13)	-	-	-	(18)	(13)	(16)	-	-	-
Departmental Institutes	4.61	4.75	4.64	-	-	-	3.50	3.00	3.00	-	-	-
	(11)	(7)	(10)	-	-	-	(7)	(4)	(6)	-	-	-
Departmental Prog/Inst	-	-	-	4.54	4.83	4.64	-	-	-	3.75	3.00	3.67
	-	-	-	(15)	(15)	(15)	-	-	-	(14)	(7)	(10)
Red Carpet Day	4.14	4.50	4.17	4.75	4.60	4.71	4.13	3.00	4.00	4.00	3.50	4.00
	(16)	(5)	(13)	(20)	(17)	(19)	(32)	(4)	(20)	(14)	(7)	(10)
Visit and Tour	4.64	4.70	4.65	4.68	4.79	4.71	4.36	3.50	4.25	4.50	4.71	4.62
	(49)	(59)	(51)	(56)	(65)	(59)	(57)	(35)	(47)	(55)	(39)	(46)
Young Black Scholars Day	4.00	5.00	4.25	3.63	3.00	3.50	*	3.00	3.00	*	2.00	2.00
	(1)	(2)	(2)	(5)	(2)	(4)	(0)	(4)	(2)	(0)	(4)	(2)
Honors Division	3.92	4.25	4.08	4.78	4.69	4.75	4.33	3.50	3.92	4.67	4.70	4.88
	(16)	(27)	(19)	(20)	(25)	(21)	(25)	(44)	(33)	(18)	(21)	(20)
Student Correspondence	4.36	4.25	4.28	-	-	-	4.67	3.25	4.00	-	-	-
	(11)	(7)	(10)	-	-	-	(14)	(13)	(14)	-	-	-
Catalogues & Brochures	4.31	4.67	4.40	4.44	4.50	4.46	4.30	4.00	4.14	4.17	4.58	4.39
	(88)	(98)	(90)	(71)	(71)	(71)	(86)	(96)	(91)	(73)	(75)	(74)
Other	-	-	-	3.90	4.63	4.14	-	-	-	*	4.83	4.83
	-	-	-	(8)	(14)	(9)	-	-	-	(0)	(14)	(8)
Number	142	41	183	149	52	201	28	23	51	22	28	50
	(60)[b]	(64)	(61)	(63)	(81)	(67)	(51)	(51)	(51)	(40)	(62)	(50)

[a] Percent of returns participating in the activity

[b] Percent of sample who returned usable surveys

\- Item not included on summary

* Not computed due to no data

Table 2 presents the demographic data for the non-matrics. The population data were not available for the non-matrics.

To answer the above two questions about PSO recruitment activities, the percentage of exposure and the median evaluation of each activity on the survey were obtained. Table 3 contains these percentages and medians on each item of interest for the four groups and sub-groups.

To examine the results of the surveys more closely, several two-group comparisons are presented in Figures 1-6. The median evaluation for each recruitment activity was calculated and is graphically displayed. The numbers in parentheses indicate the percentage exposure to the specific recruitment activity.

Comparison of Matrics and Non-Matrics

Figure 1 displays the median evaluations and the percentages of exposure for all matrics and all non-matrics. Comparing the data for matrics and non-matrics on the percentage exposure to a recruitment activity, the biggest differences in exposure for the two groups were on the High School Visitation Program (47% of the non-matrics and 19% of the matrics) and the Honors Day Program (33% of the non-matrics and 19% of the matrics).

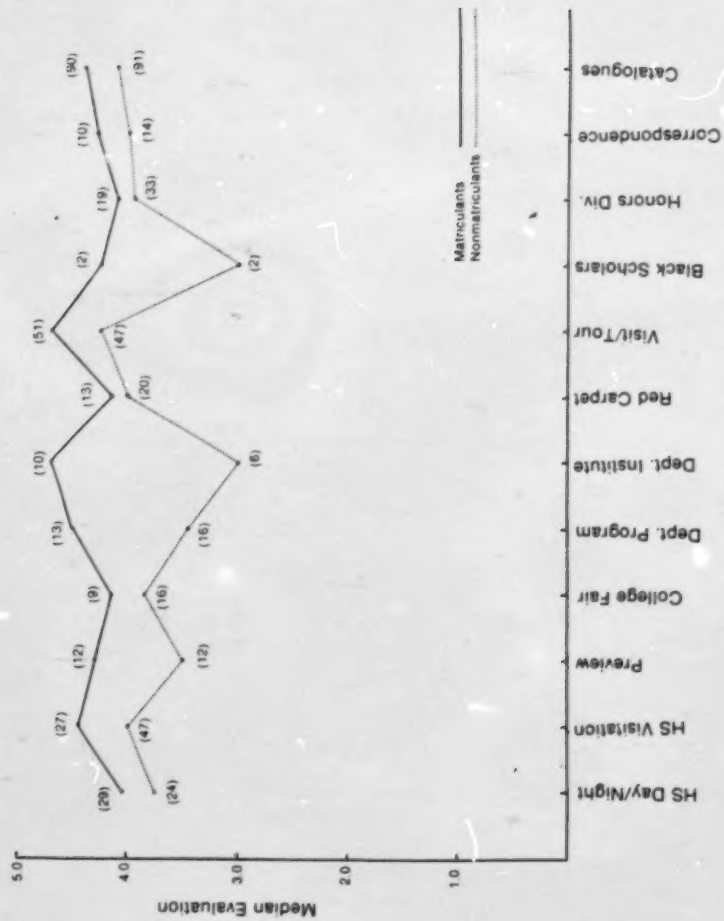

Figure 1. Medians and Percentages for Matriculants and Nonmatriculants on Recruitment Survey Items.

More matrics were exposed to Catalogues and Brochures (90%) and Campus Visit and Tour (51%) than any other recruitment activity; the smallest percentage of matrics were exposed to the Young Black Scholars Day Program (2%) and the National College Fair (9%). For the non-matrics, the largest percentage was exposed to Catalogues and Brochures (91%), High School Visitation Program (47%), and Campus Visit and Tour (47%). The smallest percentage of non-matrics were exposed to Young Black Scholars Day Program (2%) and the Departmental Institutes (6%).

On all items on the recruitment survey, the median ratings across all activities were higher for the matrics than the non-matrics. The biggest differences in the median evaluations for the two groups were on Young Black Scholars Day Program (4.25 for matrics and 3.00 for non-matrics) and for Departmental Institutes (4.64 for matrics and 3.00 for non-matrics). Both the matrics and non-matrics gave the highest evaluations to Campus Visit and Tour (4.65 for matrics and 4.25 for non-matrics). The next highest evaluation was given to Departmental Institutes (4.64) by matrics and to Catalogues and Brochures (4.14) by non-matrics. Although the median evaluations for High School Day/Night Program (4.07) and the Honors Day Program (4.08) were lowest of all items

rated by the matrics, they were still evaluated as moderately favorable influences for attending I.U.B. The recruitment items that received the lowest evaluation by the non-matrics were the Departmental Institutes (3.00) and the Young Black Scholars Day Program (3.00) which were not considered or not important in the decision to attend I.U.B.

Comparison of the Parents of Matrics and Non-Matrics

Figure 2 displays the median evaluations and the percentage exposures to the recruitment items for all of the parents of matrics and all of the parents of non-matrics. Between the two groups of parents the greatest differences in exposure to a recruitment activity occurred for the Red Carpet Day Program and for the Campus Visit and Tour. Both parent groups had the highest percentage exposure to Catalogues and Brochures (71% of the matrics and 74% of the non-matrics) and the Campus Visit and Tour (59% of the matrics and 46% of the non-matrics). The smallest percentage of the parents of matrics were exposed to the Young Black Scholars Day Program (4%) and the National College Fair (6%). Only 2 percent of the parents of non-matrics were exposed to the Young Black Scholars Day Program, 8 percent to Other, and 8 percent to Preview to I.U.B.

It is clear that for the parents of matrics the most favorable evaluations occur with four activities: Departmental Programs/Institutes (4.64), Red Carpet Day Program (4.71), Campus Visit and Tour (4.71), and Honors Day Program (4.75). The parents of matrics evaluated all four as strongly influential for attending I.U.B. The parents of matrics responded with minimal favorability to National College Fair (3.75) and Young Black Scholars Day Program (3.50). The evaluations of all recruitment items for this group were within a moderately favorable to strongly favorable range.

The parents of non-matrics also evaluated four activities as strong influences for attending I.U.B.; those are Preview to I.U.B. (4.50), Campus Visit and Tour (4.62), Honors Day Program (4.88), and Other (4.83). Similarly to the parents of matrics, the parents of non-matrics were least favorable towards Young Black Scholars Day Program (2.00) and National College Fair (3.50). The rating of moderately against enrolling given to Young Black Scholars Day, however, was based on very few responses and may be a less reliable evaluation than others based on larger numbers of respondents.

The widest differences in median evaluation between the parents of matrics and parents of non-matrics occurred

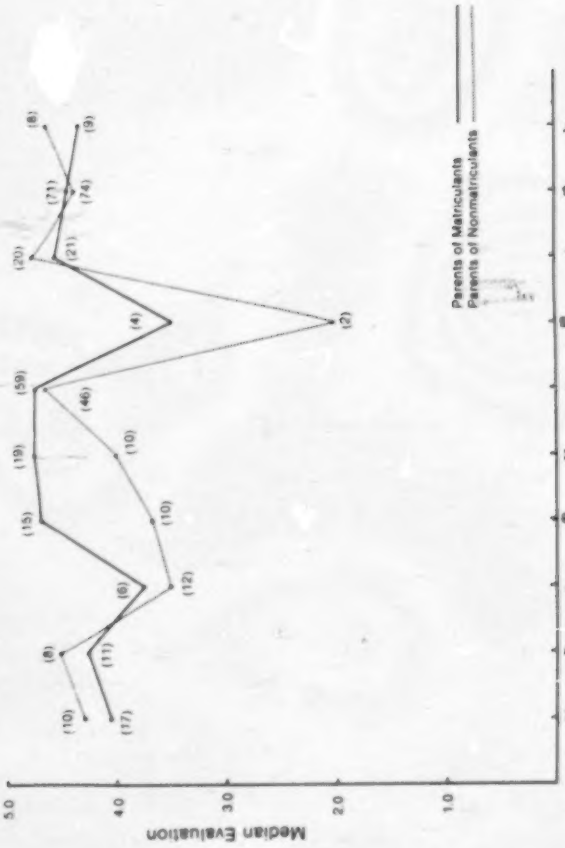

Figure 2. Medians and Percentages for Parents of Matriculants and Nonmatriculants on Recruitment Survey Items.

on the Young Black Scholars Day Program and on the Departmental Programs or Institutes. In each case, the parents of non-matrics rated the item lower than did parents of matriculated students. Again, the number of responses for both groups was small on the evaluation of Young Black Scholars Day Program. The discrepancy between evaluations of the Departmental Programs or Institutes can be viewed as reliable since the percentage of exposure is larger in both groups; the parents of non-matrics evaluated the Department Programs/Institutes (3.67) as moderately influential for enrolling at I.U.B., while the parents of matrics evaluated them as strongly favorable in influence for enrolling (4.64).

Comparison of In-State and Out-of-State Matrics

The survey data returns from students who matriculated at I.U.B. were divided into two groups according to their state of residence as follows: (1) students who reside in Indiana, in-state matrics, and (2) students who reside in a state other than Indiana, out-of-state matrics. Figure 3 presents the medians and percentages on each recruitment item for the two groups.

For the percentage exposure to a recruitment activity, the biggest differences in exposure of in-state and out-of-state matrics were on High School Day/Night

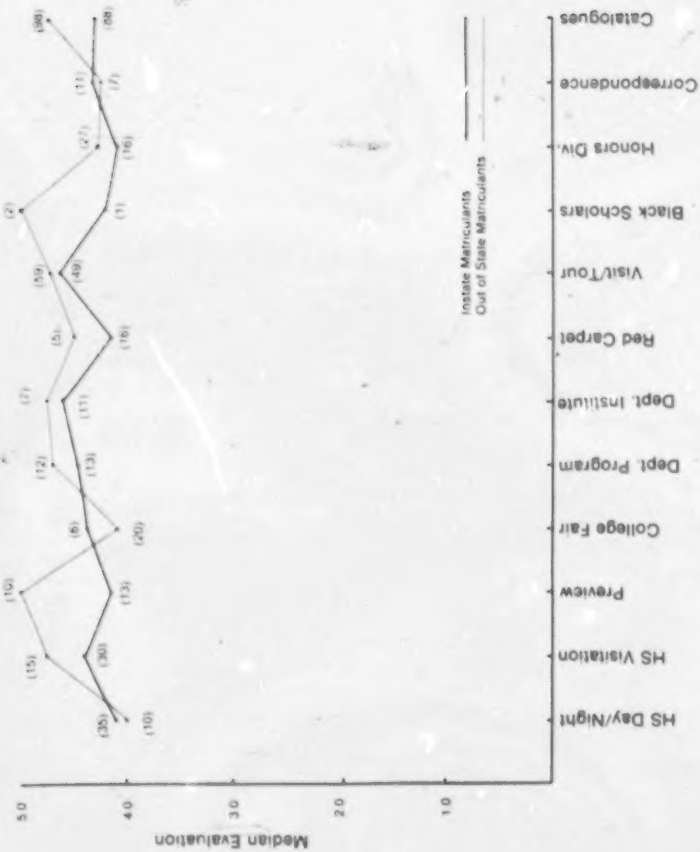

Figure 3. Medians and Percentages for Instate Matriculants and Out of State Matriculants on Recruitment Survey Items.

Program (35% in-state and 10% out-of-state matrics) and on High School Visitation (30% in-state and 15% out-of-state matrics). Both groups reported the highest percentage exposure to Catalogues and Brochures (88% in-state and 98% out-of-state matrics) and to Campus Visit and Tour (49% in-state and 59% out-of-state matrics). The smallest percentages of both groups were exposed to the Young Black Scholars Day Program (1% of the in-state and 2% of the out-of-state); and only 6 percent of the in-state matrics were exposed to the National College Fair and only 5 percent of the out-of-state matrics were exposed to the Red Carpet Day Program.

All recruitment activities received higher median evaluations from out-of-state matrics than in-state matrics with the exceptions of High School Day/Night Program, National College Fair, and Student Correspondence. All median evaluations of the two groups were in the range of moderately for to strongly for attending I.U.B. The biggest differences in the evaluation of the two groups were on Young Black Scholars Day Program (4.00 by in-state and 5.00 by out-of-state matrics) and on Preview to I.U.B. (4.14 by in-state and 5.00 by out-of-state).

In-state matrics evaluated the Campus Visit and Tour (4.64) and the Departmental Institutes (4.61) highest among the recruitment activities while out-of-state matrics gave the highest median evaluations to the Preview to I.U.B. (5.00) and the Young Black Scholars Day Program (5.00). The lowest ratings given by in-state matrics were for Honors Day Program (3.92) and Young Black Scholars Day Program (4.00); for out-of-state matrics lowest ratings were for High School Day/Night Program (4.00) and the National College Fair (4.07).

Comparison of In-State and Out-of-State Parents of Matrics

The survey returns from parents of students who matriculated were divided into the two groups as described in the previous section: (1) parents of in-state matrics and (2) parents of out-of-state matrics. Figure 4 presents the medians and percentages on each recruitment item for the two groups.

On percentage exposure, 22 percent of the parents of matriculating students from Indiana were exposed to the High School Night Program while only 4 percent of the parents of out-of-state matrics were exposed to this program. The two groups of parents also reported a difference in the percentage exposure to a Campus Visit and Tour (56% in-state to 65% out-of-state). For each

group of parents, the highest percentage exposure was to Catalogues and Brochures (71%) and Campus Visit and Tour (56% in-state and 65% out-of-state parents). The lowest percentage exposure was to Young Black Scholars Day (5% in-state and 2% out-of-state), the National College Fair (5% in-state parents), and the High School Night Program (4% for out-of-state parents).

For the parents of in-state and out-of-state matrics, the biggest differences in median evaluations on the recruitment activities were for Preview to I.U.B. (4.00 for in-state and 4.80 for out-of-state parents and on Other (3.90 for in-state and 4.63 for out-of-state). Overall, in-state parents evaluated the Honors Day Program (4.78) and the Red Carpet Day Program (4.76) highest among the recruitment items, while the Young Black Scholars Day Program (3.63) and the National College Fair (3.83) received the lowest median evaluations. The out-of-state parents gave the highest median evaluations to Departmental Programs/Institutes (4.83), Preview to I.U.B. (4.80) and the Campus Visit and Tour (4.79). The lowest median evaluations by out-of-state parents were on Young Black Scholars Day Program (3.00), High School Night Program (3.50) and the National College Fair (3.50). All median evaluations by both

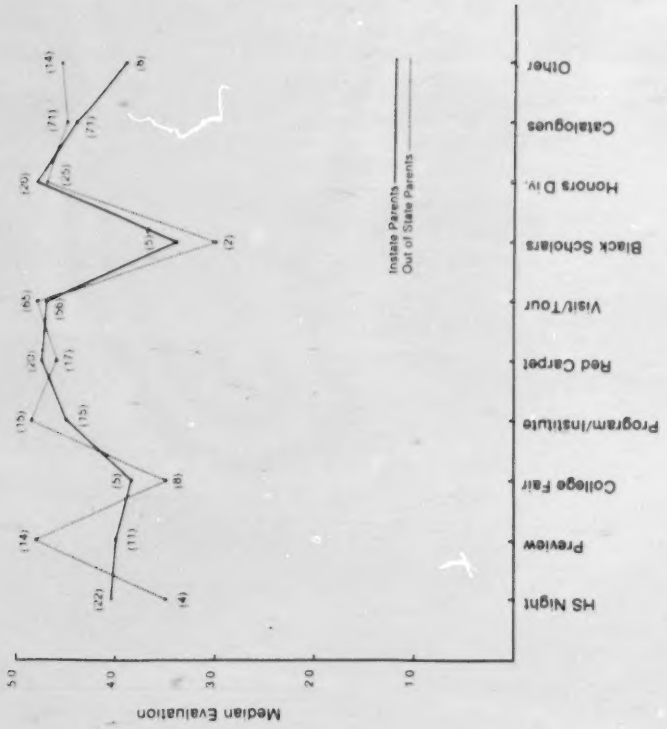

Figure 4. Medians and Percentages for Parents of Matriculated Instate and Out of State Students on Recruitment Survey Items.

in-state and out of state parents were moderately for and strongly for attending I.U.B. with the exception of three items that were evaluated as not considered or not important by the parents of out-of-state matrics.

Comparison of In-State and Out-of-State Non-Matrics

The returns from the non-matrics were divided into two groups according to their state of residence: (1) non-matrics from Indiana, in-state non-matrics, and (2) non-matrics from the other 49 states, out-of-state non-matrics. Figure 5 presents the median rating of influence on college selection and percentage exposure to the recruitment activities for the in-state and out-of-state non-matrics.

The differences in the percentage exposure of in-state and out-of-state non-matrics were greatest for the High School Visitation Program (61% in-state to 30% out-of-state) and the Red Carpet Day Program (32% in-state to 4% out-of-state). The highest percentage of in-state non-matrics was exposed to Catalogues and Brochures (86%) and the High School Visitation Program (61%) while the fewest in-state non-matrics were exposed to Young Black Scholars Day Program (0%) and the National College Fair (7%). The highest percentages of out-of-state non-matrics were exposed to Catalogues and Brochures (90%)

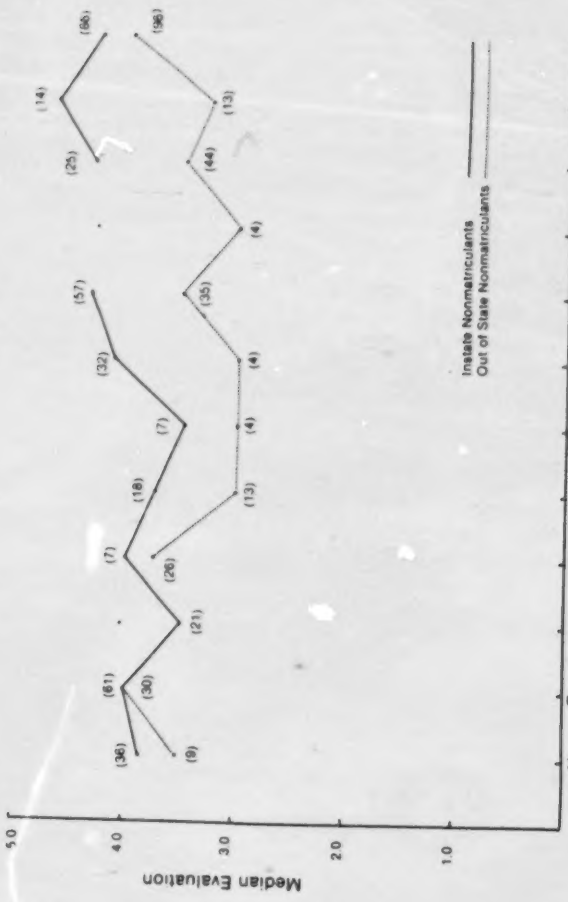

Figure 5. Medians and Percentages for Instate and Out of State Nonmatriculated Students. (*No median plotted due to a zero percent participation.)

and the Honors Day Program (44%) while the smallest percentages were exposed to Preview to I.U.B. (0%). Departmental Institutes (4%), Red Carpet Day Program 4%), and Young Black Scholars Day Program (4%).

The greatest differences in median rating of influence on college selection by the two groups of non-matrics were observed on Student Correspondence (4.67 in-state and 3.25 out-of-state) and on the Red Carpet Day Program (4.13 for in-state and 3.00 for out-of-state). Of all of the recruitment activities, in-state non-matrics gave the highest evaluations to Student Correspondence (4.67) and Campus Visit and Tour (4.36) and the lowest evaluations to Preview of I.U.B. (3.50) and the Departmental Institutes (3.50). All in-state non-matric median evaluations were equal to or higher than out-of-state non-matric evaluations. Out-of-state non-matrics rated the High School Visitation Program (4.00) and Catalogues and Brochures (4.00) highest among the recruitment activities and gave the lowest evaluations to Departmental Programs (3.00), Departmental Institutes (3.00), Red Carpet Day Program (3.00), and Young Black Scholars Day Program (3.00).

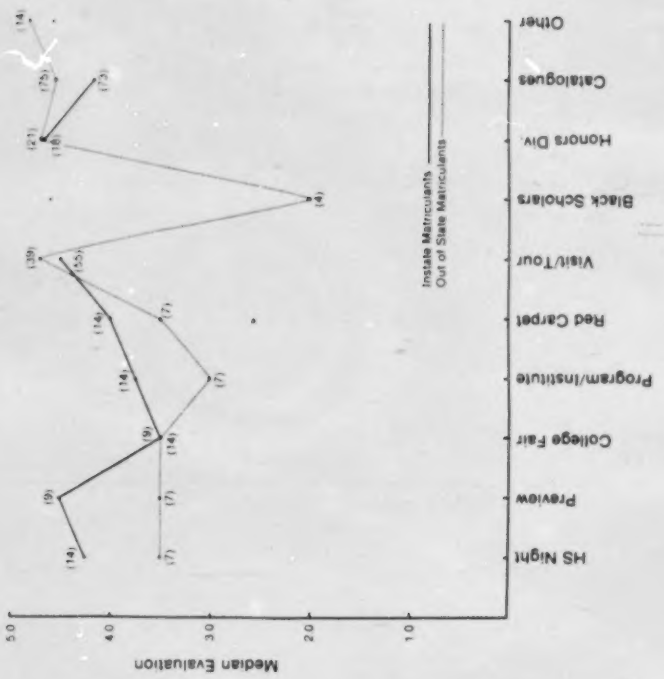

Figure 6. Medians and Percentages for Parents of Nonmatriculated Instate and Out of State Students. (* No median plotted due to a zero percent participation.)

Comparison of Parents of In-State and Out-of-State Non-Matrics

Figure 6 presents the median ratings of impact on college selection and the percentage exposures on the recruitment items for the parents of in-state and out-of-state non-matrics. The biggest difference in the percentage exposure of the two groups of parents was reported on Campus Visit and Tour (55% in-state to 39% out-of-state) and Other (0% in-state to 14% out-of-state). For both groups the highest percentage exposure was to Catalogues and Brochures (73% in-state and 75% out-of-state and Campus Visit and Tour (55% in-state and 39% out-of-state). The smallest percentage of in-state parents were exposed to Young Black Scholars Day Program (0%) and Other (0%). Out-of-State parents reported the least exposure to Young Black Scholars Day (4%), High School Night Program (7%), Preview to I.U.B. (7%), and the Departmental Programs/Institutes (7%).

The biggest differences in the median evaluations of activities by parents of in-state non-matric students and out-of-state non-matric parents were reported for Preview to I.U.B. (4.50 by in-state to 3.50 by out-of-state) and Departmental Programs/Institutes (3.75 in-state to 3.00 out-of-state). Parents of in-state non-matrics reported the highest median evaluation for

the Honors Day Program (4.67), Preview to I.U.B. (4.50), and Campus Visit and Tour (4.50) The lowest evaluations for this group went to the National College Fair (3.50) and the Departmental Programs/Institutes (3.75). Parents of out-of-state non-matrics reported the highest evaluation for Other (4.83), Campus Visit and Tour (4.71), and Honors Day Program (4.70). Their lowest evaluations were of Young Black Scholars Day Program (2.00) and the Departmental Programs/Institutes (3.00) which were evaluated as moderately against to not important/not considered.

Conclusions

Each comparison presented in the results section of this monograph should be closely examined by those involved in the recruitment efforts of I.U.B. Given the information on the percentage of group exposed to an activity and the median evaluation of the activity, what revisions could be made so that the activity would be more effective in encouraging prospective students to attend I.U.B.? Does an activity reach a sufficient number of people? Are there any improvements or modifications that can be made in a given activity to increase its effectiveness in recruiting new students?

Combining the data for all prospective students, matrics and non-matrics, the data in Table 4 indicate that the highest percentages of prospective students were exposed to the Catalogues and Brochures (90.2%) and to the Visit and Tour (50.0%). The highest median evaluations by prospective students were given to the Visit and Tour (4.60) and to Departmental Institutes (4.58). These last two items were evaluated as strongly influential in the decision to attend I.U.B. and yet the Departmental Institutes involved only one in ten prospective students. All other recruitment activities were considered moderately influential for attending I.U.B. by this group.

Table 4 also contains the combined data for the parents of the matrics and non-matrics. Indications are that the highest percentages of prospective parents were exposed to Catalogues and Brochures (71.5%) and to the Visit and Tour (56.2%). Three activities were considered as strongly influential in the parents' encouraging their student to attend I.U.B.: (1) the Honors Division Program (4.78), (2) the Visit and Tour (4.69), and (3) the Red Carpet Day Program (4.67). The percentage of the prospective parents exposed to the Honors Division Program was 20.7 percent and to Red Carpet Day Program,

Table 4

Summary of the Responses to the Recruitment Survey

Exposure		Evaluation	
Item	Percent	Item	Median
Prospective Student Responses			
Catalogues and Brochures	90.2	Visit and Tour	4.60
Visit and Tour	50.0	Departmental Institutes	4.58
High School Visitation	31.2	Catalogues and Brochures	4.35
High School Day/Night Program	27.8	High School Visitation	4.30
Honors Division Program	21.8	Student Correspondence	4.30
Red Carpet Day Program	14.5	Departmental Programs	4.29
Departmental Programs	13.7	Preview to I.U.B.	4.19
Preview to I.U.B.	12.0	Red Carpet Day Program	4.13
Student Correspondence	11.1	National College Fair	4.06
National College Fair	10.7	High School Day/Night Program	4.03
Departmental Institutes	9.4	Honors Division Program	4.03
Young Black Scholars Day Program	1.7	Young Black Scholars Day Program	3.83
Prospective Parent Responses			
Catalogues and Brochures	71.7	Honors Division Program	4.78
Visit and Tour	56.2	Visit and Tour	4.70
Honors Division Program	20.7	Red Carpet Day Program	4.67
Red Carpet Day Program	17.1	Departmental Programs/Institutes	4.50
High School Night Program	15.9	Catalogues and Brochures	4.45
Departmental Programs/Institutes	14.3	Other	4.31
Preview to I.U.B.	10.8	Preview to I.U.B.	4.29
Other	9.2	High School Night Program	4.08
National College Fair	7.2	National College Fair	3.70
Young Black Scholars Day Program	3.6	Young Black Scholars Day Program	3.38

17.1 percent. These percentages are substantially lower than the percentage exposed to the Catalogues and Brochures. Obviously, bringing prospective students or parents to the I.U.B. campus for an organized tour or activity has the greatest influence in the decision about attending I.U.B.

The value of this monograph for the decision makers depends upon their orientation and the constraints faced in planning more effective recruitment activities. In some cases, the decision may be to expand the size of the group exposed to a given activity which was more favorably evaluated. In other situations, one may prefer to strengthen those activities receiving less favorable evaluations but reaching a large number of prospective students/parents or intended to recruit a specific type of prospective student. For further information or assistance in interpreting the data presented in this monograph, please contact the Bureau of Educational Studies and Testing (812/337-1595).

Appendix

Student Recruitment Survey

DIRECTIONS: Please respond to the following items as to whether or not you received information about Indiana University (IU) through these recruitment activities. If your response is YES to any item, please circle your evaluation of the specific recruitment program as you did on the previous section.

Strong reason against attending IU..... -2
Moderate reason against attending IU..... -1
Not important or not considered..... 0
Moderate reason for attending IU..... 1
Strong reason for attending IU..... 2

ITEM			Strongly Against	Moderately Against		Moderately For	Strongly For
High School College Day/College Night program	NO	YES	-2	-1	0	1	2
University Division High School visitation	NO	YES	-2	-1	0	1	2
"Preview to Indiana University" meeting in your home area	NO	YES	-2	-1	0	1	2
National College Fair	NO	YES	-2	-1	0	1	2
On campus departmental program	NO	YES	-2	-1	0	1	2
On campus departmental institute	NO	YES	-2	-1	0	1	2
On campus Red Carpet Day program	NO	YES	-2	-1	0	1	2
On campus visit and tour	NO	YES	-2	-1	0	1	2
Young Black Scholars Day	NO	YES	-2	-1	0	1	2
Honors Division Program	NO	YES	-2	-1	0	1	2
Personal correspondence from Student Foundation member	NO	YES	-2	-1	0	1	2
Catalogues and Brochures	NO	YES	-2	-1	0	1	2

THANK YOU

Parent Recruitment Survey

DIRECTIONS: Please respond to the following items as to whether or not you received information about Indiana University (IU) through these recruitment activities. If your response is YES to any item, please circle your evaluation of the specific recruitment program as you did on the previous section.

Strong reason against attending IU..... -2
Moderate reason against attending IU..... -1
Not important or not considered..... 0
Moderate reason for attending IU..... 1
Strong reason for attending IU..... 2

ITEM			Strongly Against	Moderately Against		Moderately For	Strongly For
College Night program	NO	YES	-2	-1	0	1	2
"Preview to Indiana University" meeting in your home rea	NO	YES	-2	-1	0	1	2
National College Fair	NO	YES	-2	-1	0	1	2
On campus departmental program or institute	NO	YES	-2	-1	0	1	2
On campus Red Carpet Day program	NO	YES	-2	-1	0	1	2
On campus visit and tour	NO	YES	-2	-1	0	1	2
Young Black Scholars Day	NO	YES	-2	-1	0	1	2
Honors Division Program	NO	YES	-2	-1	0	1	2
Catalogues and Brochures	NO	YES	-2	-1	0	1	2
Other (Please specify below)	NO	YES	-2	-1	0	1	2
_____							

THANK YOU